

# Social-Emotional Skills for Everybody

Interactive, Reflective & Fun

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# The Venn Diagram → Welcoming Exercise

1. Please sit next to a partner who was born in the same month or season as you were born.

Find a single Venn Diagram sheet of paper for each partnership. Write your names on one of the lines above a circle.

2. Look at the list of questions. We hope these will create a way for you to get to know each other while noticing similarities and differences based on your hopes and dreams, preferences, and values.
3. As you share the answers, mark your response on the Venn Diagram. For example, if you both select sushi as a favorite food then place sushi in the center where the two circles intersect. If your favorite is sushi and your partner's is pasta, place sushi inside your circle and pasta inside their circle.
4. After you finish sharing your answers and talking together, consider how this simple exercise might launch a study of the value of similarities and differences in your classroom or work setting.
5. Introduce each other by sharing one or two similarities or differences.

What is SEL?

***Social and Emotional Learning (SEL) is a proactive and preventative process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:***

- ***understand and manage emotions***
- ***set and achieve positive goals***
- ***feel and show empathy for others***
- ***establish and maintain positive relationships***
- ***and make responsible decisions.***

***It supports and promotes positive mental health and has been proven to reduce anxiety, addiction, and behavioural issues while increasing student performance as well as physical and emotional well-being.***

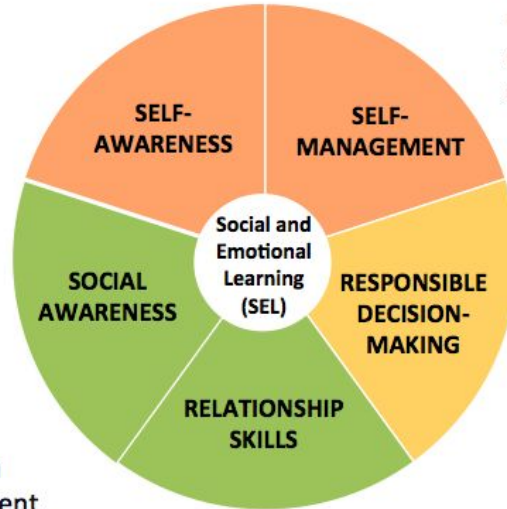
**CASEL (Collaborative for Academic, Social, and Emotional Learning) claims that they often hear that educators don't 'have time' for SEL because it's something 'new', or it's an 'add-on'. Increasingly, after CASEL's twenty-two years of defining, exploring, and implementing SEL in a variety of settings, it's clear, far from being an add-on, SEL is an essential part of good teaching practices.**

# What are the SEL Competencies and skill sets?

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



# Reflection Questions:

The Venn Diagram

- What did you notice about how you felt while you were exchanging similarities and differences?
- Are friendships based on similarities or differences?

# Connection between SEL and Mental Health

“Social and emotional learning (SEL) is increasingly recognized as playing a critical role in the promotion of positive mental health and the prevention of mental health disorders among children and youth. A key focus of SEL is to promote positive development through the fostering of social and emotional skills that form the foundation of mental well-being and success in life. Skills such as understanding and managing emotions and behaviours, solving personal and interpersonal problems, building healthy coping strategies, and developing self-esteem and confidence, help children cope with difficulties and build positive relationships, increasing their resilience so that they are better able to deal with life’s challenges.

While most SEL programs and activities focus on developing skills in individuals, they have also been shown to be effective in helping to create safe and caring school climates, and classrooms where being compassionate, respectful and supportive is valued and expected – the kind of environments that promote the mental well-being of all students, and support the needs of children at risk.

Mental health is not a static state that exists only within a child, but is also influenced by the interactions between the child and his or her environment. Thus, integrating SEL into teaching practices will not only enhance social and emotional skills in the individual child, but will also help to create safe and supportive environments in which all children feel they belong, reduce the stigma of mental health difficulties, and encourage help-seeking when children need it, promoting mental well-being in all children.”

-the Faculty of Education at UBC and the Social-Emotional Education and Development (SEED) Research Team



# Our Role as Educators

Schools are a significant place for promoting Mental Health and Social and Emotional Learning.

Children and youth spend a good portion of every day in school, on average ten months of the year, from as early as age three. This presents educators with a significant opportunity to ***help students learn and practice mentally healthy habits and social-emotional skills within a safe, caring, and inclusive setting.***

# SEL in the Classroom: The Three-legged Stool



# Lessons & Activities

# FIGHT! FLIGHT! FREEZE!

## TIME

15 minutes

## SEL COMPETENCY

Self-Awareness

## PURPOSE

To learn about our brain and  
body's natural responses to  
stress and fear

Reflection: Why is it important to  
make thoughtful choices? When is  
it useful to react with fight, flight, or  
freeze, and when is it better to be  
more thoughtful?



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# FIGHT! FLIGHT! FREEZE!

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Fight → signal by putting your fists in the air

Flight → put your arms out like wings

Freeze → freeze your body

Thoughtful Response → Look like you're deep in thought

Spread out so you don't bump anyone :)

# Mindful Movement & Relaxation Script

## Pictionary of Emotions

# Silent Cooperation Squares

1. Shuffle pieces → 6 people (5 builders & 1 observer)
  2. Each person take three pieces
  3. No talking or pointing
4. Task → build 5 distinct squares of 3 pieces each
5. Reflection Questions

## Layers of Feelings



## Reflective Process Questions for SEL

1. Do our “Layers of Feelings” help us understand ourselves? How? Why?
2. Why might it be helpful to think about other people’s layers of feelings?
3. Which emotions seem to have the most layering within them when we experience them?
4. When we know our emotions and ourselves more fully, in other words, with all the layers of awareness, what do you expect will happen when we decide to share, speak, or make a decision?
5. How did you feel while doing this exercise today? at the beginning of it? The middle? The end?

# Personal Boundaries

## Cooperative Games for Young Children

“Walk, Stop & Wiggle”

# CIRCLE STARTER

## TIME

10 - 15 minutes

## SEL COMPETENCY

Relationship Skills

## PURPOSE

To build better relationships by learning about similarities and differences

## ACTIVITY:

- Today's Circle Starter Question is: **Something that made me laugh in the last month was...**
- Remind participants to only share stories that won't hurt another's feelings.
- Allow each child up to 20 seconds to briefly answer the question.
- Don't forget to answer it, too. You are an important part of the circle.
- Remind your group of the agreements and the speaking piece.



Reflection: Why is it useful to laugh together? What kind of laughter feels good and what kind can hurt your feelings?

# Feedback Form Thank You!!

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[www.prn.bc.ca/sc/](http://www.prn.bc.ca/sc/) → check the blog for the slide deck, a link to a sample curriculum plan, lessons, and more ...

Together we learn ...  
Together we're better ...  
*Together we care!!!*